

Sustainable Development Goals and Educational Standards in Forming of Communication Competence in RFL Training

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Abstract: The article considers a number of issues of particular importance for understanding the trajectory of the development of the influence of digital technologies on the formation of communicative competence in training in the Russian language as a foreign language. The aim of the study was to study the process of transforming the content and structure of communicative competence in state educational standards in the conditions of digitalization of the modern education system. The study showed that the structure and content of communicative competence has undergone significant changes. It was revealed that there is a gap between the structure and content of communicative competence presented in the Standards 3 + + for specialty 40.05.01 level specialty and their interpretation according to GOST in the Russian language as a foreign language, since in this specialty the implementation of communicative competence requires the possession of modern digital technologies.

1 INTRODUCTION


The conceptual study of the influence of digital technologies on training in the Russian language as a foreign language began relatively recently: several years ago and, above all, in foreign scientific and methodological literature. In Russia, the digitalization of education and its scientific understanding began after the approval of the Federal Target Program "Digital Economy" in 2018.


Currently, two areas of study of the digitalization of education have been identified. The first focuses on the complete automation of routine forms of pedagogical practice, which are likely to be replaced by e-learning forms. In this case, digital education is identified with remote technologies (Filatova, 2019), with information and communication technologies (Nikulina, Starichenko, 2018).

Researchers focus on the methodological aspects of learning, on the problems of improving the quality of teaching (Suchkov, 2020), on the search for adequate approaches to learning in the context of digitalization (Pankov E.V., 2020). At the same time,

researchers, in particular E.A. Butina, note that the terminology itself in the field of "digital" pedagogy is still undeveloped (Butina, 2019). The penetration of IT technologies into educational activities takes place in the narrow sphere of the digital sector and is still unsystematic.

The second direction is the integration of new technologies into education for the development of niche specialties that combine knowledge of IT technologies and specialized professional knowledge. We have done a short review of foreign and Russian educational programs in the field of digitalization of Russian language teaching as a foreign language, in particular programmes such as the "Russian and Slavonic Studies" from the University of Nottingham, School of the Russian language as a foreign "School of Russian Language" in the Republic of Belarus, "RAF Project" from IPR MEDIA, Langteach-online project, teaching Russian language teachers as a foreign language to organize and use digital technologies in the learning process. If we summarize the overview of these programs, then, firstly, we can conclude that the basic components of

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communicative competence in any specialty are technological knowledge and skills; secondly, it can be argued that the digital transformation of language training begins with a change in the content and structure of communicative competence.

In foreign scientific literature, communicative competence is determined in various aspects, in particular, L. Tarvin, under communicative competence, understands "the ability to use language, or communicate in an adequate cultural and communicative way in order to understand and effectively and fluently perform social tasks in conditions of extended interaction" (Tarvin, 2015:2). Gabriel Pallotti makes differences between communicative competence and linguistic competence. By communicative competence, Pallotti means efficiency, that is, the ability to achieve the goal of communication, and fluency, that is, the ability to do this quickly and without much effort (Pallotti, 2017).

In Russian scientific and pedagogical literature, the concept of "communicative competence" was considered from the point of view of the history of the formation of definition. M.V. Sturikova defines communicative competence as the ability to perceive any statements and readiness to create his speech works on the basis of formed knowledge of language norms, skills and skills of their application, as well as non-verbal language means, taking into account the goals, attitudes and situation of communication. Therefore, "the components (linguistic, discursive-stylistic, rhetoric-pragmatic, etiquette-speech) are among themselves in terms of consistent complication and phased absorption by students" (Sturikova, 2015).

One of the most pressing problems is questions about the structure and content of communicative education when transferring education to a distance form, which from January 1, 2021 is enacted in the Law. Therefore questions arise, firstly, about the relationship between the structure of the Russian Language discipline and the design of the effectiveness of the results of teaching Russian as a foreign language in e-learning mode; secondly, methods of assessing the level of formation required by the standard of communication competence of a foreign student; thirdly, the unity of the communicative and linguistic competencies of a foreign student.

So, the goal of the study is to investigate the process of transforming the content and structure of communicative competence in state educational standards and its impact on teaching the Russian

language as a foreign language in the conditions of digitalization.

2 RESEARCH METHODS AND MATERIALS

The following methods were used to achieve the goal: methods of comparative, pragmatic and structural analysis, as well as the descriptive method.

The three generations 3, 3 + and 3 + + of Standards related to the language training of foreign non-philologists were used as the study material: a comparative analysis of the structure and content of communicative competence given in the text of the state educational standard on the Russian language as a foreign second certification level (Standard B2) was carried out, since its implementation gives the right to conduct professional activities in Russian as a non-philological specialist with definitions of communicative competence in federal educational standards of three generations.

In addition, the research material was the programs of Russian and foreign courses, summer schools in Russian as a foreign language for non-philological students published in the public domain on the Internet, such as mentioned above "Russian and Slavonic Studies" from the University of Nottingham, the school of Russian as a foreign "School of Russian Language" in the Republic of Belarus, "RKI Project".

3 RESULTS

In the course of the study, it was revealed that the State Educational Standard for the Russian Language as a Foreign Language, approved in 1998 by the Presidium of the Council of the Educational and Methodological Association of Universities of the Russian Federation, remains in force in the teaching of the Russian language as a foreign language until now. Moreover, the specified Standard is not in the register on the portals of federal state educational standards, that is, it actually turns out to be optional for execution.

The content and structure of the communicative competence of the specified Second Level Standard (B2) were analysed, since the scientific and methodological literature describes the pedagogical experience of forming communicative competence of this level when teaching the Russian language as a

foreign language in the field of higher education abroad.

A comparative analysis of the content and structure of communicative competence in the texts of Standards of generation 3 + and 3 + + in legal specialties and areas of training showed that the structure and content of communicative competence has undergone significant changes.

During the analysis, it was revealed that Standards in Russian as a foreign language from 2001 correlates with the Standard of generation 3 + + in the direction of training 40.03.01 "Jurisprudence" undergraduate level. However, there is a gap between the structure and content of communicative competence as it is presented in the Standard 3 + + for the specialty 40.05.01 "Legal provision of national security" level of specialty, and the interpretation of communicative competence according to the Standard in Russian as a foreign language of 1998, since in this specialty the implementation of communicative competence requires the possession of modern digital technologies.

Therefore, when entering the Faculty of Law at the "specialty" level, the preliminary formation of modern communication and technological knowledge, skills and skills among students is fundamental. Further education involves training in the use of modern communication technologies.

For the purposes of scientific research, we formulated a preliminary definition of "modern communicative technologies".

4 DISCUSSION

The process of digital transformation of the value content and structure of communicative competence in state educational standards inevitably influences the teaching of the Russian language both at the pre-university stage and as part of the educational process at a higher educational institution.

Hypothesis 1. The informative and structural transformation of the communicative competence of the Standard 3 + and 3 + + generations, due to the transition to digital learning technologies, indicates a change in the content, in particular, of legal education, which corresponds to the universal world trends in education in general.

Hypothesis 2. The state educational standard in the Russian language as a foreign language correlates/does not correlate with the requirements made by the Standard 3 + + to the level of formation of communicative competence in undergraduate and specialty in legal specialties.

The main topic of the study receives an exhaustive justification from the point of view of linguistic philosophy, since teaching the Russian language as a foreign language is based on the search for ways and opportunities for dialogue and mutual understanding between deeply different, often undivided cultural and historical entities and the ideas and realities operating in them.

N. Chomsky (Chomsky N., 1972), using the term "linguistic competence," combined in this term the knowledge of the speaker-listener of the language, as well as the representation as the actual communicative component, that is, the actualization of the language in a specific situation. However, D. Hymes (Hymes D., 1972) believed that there is a significant omission in Chomsky's definition: there is no socio-cultural component implemented in communication as an interpretation of cultural behaviour. In the structure of communicative competence, D. Hymes identified four components:

1. Language capabilities: the availability of appropriate language tools and tools to achieve the purpose of the communication.
2. Implementability: the complexity of a grammatically correct message may be the reason for its inadequate interpretation by communicants.
3. Appropriateness: speaking authentically to expectations of interaction in a cultural context.
4. Event: actually, an act of utterance.

The first component of communication through the introduction of digital technologies using online learning formats requires a new interpretation of the capabilities of the language to achieve message goals. An analysis of scientific and methodological literature on the problems of online learning showed that the main problem is not so much the choice of one or another teaching tool, but the problem of the quality of student training. This is especially important when teaching Russian as a foreign language, since the toolkit has long existed, and various online courses offer their services in this direction. However, such courses do not set themselves the goal of preparing a foreign applicant for training according to Russian educational standards of generation 3 + +. Studies of methods and techniques for virtual teaching of foreign languages, including Russian as a foreign language, have shown that the capabilities of the language must be supplemented by knowledge of digital technologies, as well as the ability to quickly place information in a virtual environment.

The second component - implementability - is the main reason for the difficulties for foreign students studying Russian law, since the specifics of the legal

language are manifested in the formalization of logical, causal relations and in the wide variety of means of formalizing these connections in practical argumentation. Researchers (Petrova I.L., 2006; Emeline O., 2011) note the complexity of translating a legal text.

For example, it is difficult to understand the syntactic construction with the subject and the spoken, expressed nouns, as well as homogeneous and heterogeneous minor terms, with the involved turnover in the real and suffering pledge within one simple sentence: "Therefore, the essence of law is the general will due to the material and socio-cultural conditions of the life of society, the nature of the class, social groups of the population, individual individuals as a result of coordination, a combination of private or specific interests, expressed in law or otherwise, recognized by the state and therefore acting as a general scale, measure of the behaviour and activity of people" (Kuznetsov O.Y., 2006).

The third and fourth components are oriented towards reaching agreement and, in the words of Yu. Habermas, constitute the communicative action itself. The success of communication action consists of more or less stable cooperation, in which participants can coordinate their plans of action, avoiding conflicts and risks to interrupt the interaction. The degree of cooperation depends on the level of communication competence, the ability of actors to agree on their own plans of action and pursue their own goals only if they agree on the specific situation and the expected consequences. Consent cannot be imposed on the other party, consent cannot be imposed on the interlocutor by manipulation.

Consent is based on common beliefs, so a language student finds himself in a privileged position, while for foreign students who are speakers of different traditions, reaching agreement in everyday academic communicative practice is complicated by a small amount of prepositional/background knowledge, which requires them to work hard to reach agreement. A foreign student has limited ability to interpret the context due to the small amount of general background knowledge that forms a social community (community) (Habermas Yu., 2007:242).

If we specify this situation in relation to the formation of communicative competence among foreign students receiving legal education, then according to the theory of a level approach, the structure of communicative competence of a lawyer initially differs from the structure of the same competence for other non-linguistic specialties. This difference is due to specific laws of legal thinking.

For example, language norms in legal texts differ from the ways in which legal arguments are expressed, combining linguistic means of law-making and law enforcement practice with various stylistic options for constructing statements, including dialect, argotic and others. In the context of the application of the distance learning format, at least partially, the socio-cultural context is replaced by a virtual one.

We compare the wording of communicative competence, as it is contained in the Standards of generation 3 + and 3 + +, using the example of the training direction 40.03.01 - Jurisprudence, undergraduate level.

Table 1: Communicative competence in the Standards of generation 3 + and 3 + +.

the Standard (3+)	the Standard(3++)
Ability to communicate orally and in writing in Russian and foreign languages to solve problems of interpersonal and intercultural interaction (OK-4).	Ability to carry out business communication in oral and written forms in the state language of the Russian Federation and in the foreign language (s) OK-4.

As we can see from Table 1, the general cultural competence (OK-4) of the Generation 3 + Standard interpreted the term "communication" as communication in Russian and foreign languages to achieve interpersonal and intercultural harmony, and not for professional interaction. In this case, the study of the Russian language by foreign students at the undergraduate level fell under the concept of "foreign language" and could be regulated by the requirements for the level of proficiency in a foreign language. The generation 3 + standard proceeded from the axiom that the communicative competence is based on the language component.

The 3 + + Standard of the undergraduate level has complicated the structure of communicative competence, emphasizing its stylistic component. Consequently, higher requirements are placed on the quality of pre-university language training of foreigners, since, after completing the first year of undergraduate studies, a foreign student is obliged to speak Russian at a level sufficient to distinguish language elements of different styles and select those that relate to business style. But, despite the transformation, this interpretation coincides with the requirements of the Standard for the Russian language as a foreign level B2.

In the Generation 3 + + Standard, general cultural competence is OK-4 replaced by universal OK-4 for

both undergraduate and specialty. The universal nature of communication will mean the development of creativity of thinking, imagination, which goes beyond the rational control of the individual. But this is a topic for a separate conversation.

We compare the content of communicative competence in the Standard 3 + + undergraduate, specialty and Standard on Russian as a foreign year 1998.

Table 2: Communicative competence in the Standard 3 + + and Standard on Russian as a foreign language of 1998.

Standard (3 + +) training directions 40.03.01 - Jurisprudence level bachelor degree	Standard (3 + +) For specialty 40.05.01 National security law enforcement	Standard in Russian as a foreign language. Level of B2.
OK-4. Able to carry out business communication in oral and written form in the state language of the Russian Federation and foreign language (s)	OK-4. Able to use modern communication technologies, including in foreign language (s), for academic and professional interaction	When solving communicative problems within the framework of this level, the foreigner should be able to verbally implement not only simple, but also complex intents, as well as blocks of speech intents that model the actual

As can be seen from Table 2 at the level of B2 training in the Russian language as a foreign language, the task is to form a skill in modelling a communicative process based on blocks of speech intents. At the same time, the content of the same communicative competence OK-4 in Standards 3 + + for undergraduate and specialty fundamentally different in content and structure. For a bachelor's degree, proficiency in style standards is necessary; for a specialist, the most important component of knowledge, skills and skills is the ability to use Russian-language digital technologies for academic interaction.

At the specialist level, communication in the Standard 3 + + is understood in at least two ways. The first and most common is the interpretation of communication technologies in the sense of programs, content and electronic means of communication, with the help of which distance learning (e-Learning) is carried out. The format of distance education, enshrined by Law from January 1, 2021, according to researchers, can be

implemented in three options: fully online training using computer multimedia programs, combined online and offline training, which focuses on the student's independent work, and contact training with web support. Currently, for teaching Russian as a foreign language in the academic community, it is customary to consider as the most effective contact training with web support. In particular, Bikmaeva L.U. believes that "Using a video engine through the demonstration of video highlights on a large screen through a multimedia projector develops visual and auditory memory, imagination, thinking; contributes to the observation of the features of oral speech, gestures, facial expressions; largely solves the problem of interest "(Bikmaeva, 2018).

A comparative analysis of Russian and foreign scientific and methodological literature showed that there are serious differences in the content, methods and methods of teaching foreign languages in the E-learning or online learning format in Russia and abroad. This means that a foreign student must at least own Russian-language versions of electronic educational platforms in order to acquire specific professional knowledge.

The second approach is due to the interdisciplinary and, more broadly, intercultural nature of communication as such, that is, the ability to conduct dialogue. Teaching language is impossible outside the sociocultural context. The language is understood as "a social semiotic construction" (Faten Baroudi, 2017). With this approach, the most important component of teaching a foreign language, including Russian as a foreign language, are cultural patterns, such as aesthetic, realized in art, or anthropological, implemented in folklore or, say, in the traditions of national cuisine and so on - all these symbols of everyday culture are inherent in the language and inevitably mean the transmission of cultural patterns through the teaching of a foreign language and vice versa. It is the sociocultural context that gives the language its proper importance and ensures mutual understanding in the dialogue.

In the context of our theme, digitalization of education involves transcending traditional scientific fields and integrating various areas of human knowledge into learning. Moreover, due to crossing the boundaries of traditional disciplines, digitalization has epistemological restrictions. This means that participants in the educational process can be radically different, do not have an agreed goal or consensus, and, therefore, the teacher of the Russian language as a foreign language cannot reduce the methods and methods of teaching to general rules or logic. In this context, the formation of communicative

competence as an ability to conduct dialogue is fundamental. The dialogue has a completely pragmatic meaning, described by M. Bakhtin (Bakhtin, 1994). Being interactive in nature, dialogue becomes a universal means of learning.

Based on the above, we have proposed a third approach in interpreting the content of the term "use of modern communication technologies." Communication technologies, on the one hand, should be understood not only the ownership of digital technologies in the form of electronic programs, but also the speed of information exchange, the ability to find, analyse big data, generate new information and place it in a virtual space, that is, "virtualize" (Kondakov, 2018).

Thus, communicative competence within the framework of mastering the Russian language as a foreign 3 + + generation can be understood as a complex of abilities necessary for effective and adequate interaction in a radically different virtual linguistic and sociocultural environment. The communication competence of generation 3 + for foreign students in legal specialties should be interpreted as "the ability to update in Russian the necessary information from the legal information bank, generate new information and place it publicly in a virtual environment." This definition is preliminary and to be discussed.

5 CONCLUSIONS

Summing up, we note that this study can contribute to the development of public international discussions on approaches to understanding and forming the structure and content of communicative competence in the context of teaching the Russian language as a foreign language in the latest conditions of digitalization of higher legal education. In this article, the issues raised remain open, for example, the question of formal academic and informal study of the Russian language as a foreign language in the international educational space (in various courses, in private/commercial language schools, etc.), analysis of the digitalization processes of both teaching and teaching the Russian language as a foreign language.

Further research is needed to develop a common understanding and interpretation of approaches and methods for the formation of communicative competence in the framework of teaching the Russian language as a foreign language.

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